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ABSTRACT

A study examined the effects of participation in Adult Basic Education (ABE) on quality of life. To gather data for the study, researchers mailed packages of questionnaires to the supervisors of 89 ABE programs that served 2,225 students throughout Tennessee. Packages of completed survey instruments were returned from 72 of these programs, thus providing data concerning 1,623 ABE students from the potential sample. Based on an analysis of the completed survey instruments, it was concluded that ABE is having a positive impact on the quality of life of the individuals participating in it. ABE program participation was perceived as having a positive effect on the individual in terms of self-expression, self-concept, family life, leisure, relationships with others, life in general, and the individual's function as a member of society. Males, older males, and those who have been in the program longest tended to be more positive than did other groups regarding the impact of ABE in improving quality of life. Since data indicated that older adults are more positive in their perceptions concerning the variables measured, it was recommended that ABE teachers and administrators review their curricula to see if the needs of young adults are being met. (MN)

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HOW ABE IMPROVES THE QUALITY OF LIFE OF ITS STUDENTS

Paper Presented at the Thirteenth Annual Meeting
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Introduction

Adult learners were asked to respond to a number of stimuli that would provide some insight about the impact of the educational experience on their lives. Recognizing that a learner may have many perceptions about many different aspects of an educational experience, it was necessary to limit those perceptions to particular variables. A search of the literature was conducted to identify potential variables to be used as descriptors of a quality of life. Seven were selected for inclusion in the study: (1) self-expression, (2) self-concept, (3) family life, (4) life in general, (5) leisure, (6) relationships with others, and (7) society.

Procedures for Obtaining Student Perceptions

The instrument that was designed for use in the study has 26 statements that relate to the impact of the ABE program on the quality of life of the student. These statements cluster around the seven descriptors mentioned above. There are no right or wrong responses because only the opinion of the student is sought concerning each statement. The statements have a Likert-type scoring system of strongly agree to strongly disagree: strongly agree is scored with 5 points; strongly disagree, with 1 point. The intermediate categories receive 4, 3, and 2 points in descending order from a positive to a negative value.

The instrument was prepared from a list of concepts provided by writers in the field of adult education. Many articles and books were scanned to identify the "ought to" concepts within them. For example, one writer indicated that ABE ought to help adults communicate better with others. This notion then became the basis for the statement, "I feel that I can talk more easily with other people."

Initially, 50 statements were developed using this procedure. Once they

were developed, seven categories were chosen in which to cluster them. The clusters were placed alone on one form and the statements were placed alone on another form. Then, both forms were given to professors of education who were asked to match the statements to the appropriate categories. A statement was retained in a category if it was placed there by five of the six raters completing the task. This process reduced the original list of statements to 35. The 35-statement list was prepared for a pilot test in adult basic education classes in which 50 students were asked to give information about the wording of the statements and their appropriateness. The result was a reduction of the statements to 26.

A sample of ABE classes across the state was selected, and then a package of 25 instruments was mailed to each program supervisor (89) along with a stamped, self-addressed envelope. Each supervisor was asked to select 25 students and administer the instrument to them personally. This provided a potential sample of 2,225 (25 x 89).

Demographic information including sex, race, last grade of school completed, length of enrollment in ABE, income range, and age range was collected about each student who completed the instrument. This data was used for comparison purposes.

Data Analysis

Once the instruments were returned, they were scored and recorded for computer analysis. A statistical package for the social sciences (SPSS) computer program was chosen for the computer analysis. It provided frequencies and percentages, one-way classification analysis of variance scores, and t-test scores for each variable of the instrument.

Information was returned from 72 of the 89 programs in the state, which represented an 80 percent response. For the potential sample of 2,225 student

responses, 1,623 usuable forms were obtained, which represented a 72.9 percent return. Supervisors' comments in several returned packages indicated that they administered the instruments to intact classes, and in some classes the number of students was fewer than 25. Therefore, they picked two smaller classes so that all students present could respond, resulting in 20-22 instruments being completed rather than 25.

The characteristics of the sample are described by the following sets of facts:

1. 67.9 percent (1,097) were female, and 32.1 percent (518) were male; and .05 percent (8) individuals did not complete the item.
2. 81.5 percent (1303) were white; 16.5 percent (264) black; 1.3 percent, (21) Oriental; and 0.7 percent (11), other; and 1.5 percent (24) did not complete the item.
3. 3.5 percent (55) completed 4 grades or less in school; 2.1 percent (32), grade 5; 4.1 percent (64), grade 6; 7.7 percent (120), grade 7; 22.1 percent (344), grade 8; 19.2 percent (300), grade 10; 16.0 percent (249), grade 11; 3.2 percent (49), grade 12; and 3.8 percent (63) did not respond.
4. 42.6 percent (663) had been enrolled in ABE for three months or less; 47.8 percent (744), for 4-6 months; 5.3 percent (83), 7-9 months; 1.5 percent (23), 10-12 months; 0.7 percent, 13-18 months; 2.1 percent (32), longer than 18 months; and 4.2 percent (67) did not respond.
5. 46.3 percent (725) were employed; 53.7 percent (841) were unemployed; and 3.5 percent (5[illegible]) individuals did not respond.
6. 46.1 percent (605) had an income range less than $5,000 per year; 35.9 percent (472) earned between $5,001 and $10,000; 11.0 percent

(145), between $10,001 and $15,000; 4.6 percent (60), between $15,001 and $20,000; 2.4 percent (31) more than $20,000; and 19.1 percent (310) did not respond.

7. 40.2 percent (622) were in the age range of 18-25 years; 16.4 percent (253), between the years of 26-30; 14.9 percent (231), between the years of 31-35; 9.8 percent (151), between the years 36-40; 13.3 percent (205), between the years 41-50; 5.4 percent (84), between the years 51-60; and 6.2 percent (77) did not respond.

Discussion

Each category of the instrument is discussed separately using the sub-headings in order to provide a clearer treatment of the information.

Self-Expression

The students perceived the ABE program to be helping them to express themselves more adequately. The composite mean score of 3.93 indicates that they felt that they can talk more easily with others and better express their ideas orally and on paper. When the demographic variables were analyzed in relation to self-expression, a significant difference was obtained on length of time in the program, age, and income range.

Table 1 shows the data regarding length in time of the program. A significant difference was obtained with the one-way analysis of variance. The subsequent Scheffe' procedure showed that those who had been in the program more than 12 months perceived it to be helping their self-expression. Development of self-expression is a slow process because it is a by-product of ABE classes. Students have more to talk about with others the longer they are in the classes.

The analysis by income range, shown in Table 2, indicates that those in

Table 1

Analysis of Variance Results for Self-Expression
by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	8.05	1.61	3.92	.001
Within Groups	1543	637.65	.41		
Total	1548	645.70			

Table 2

One-Way Analysis of Variance for Self-Expression by Income Range

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	4	7.20	1.79	4.48	.001
Within Groups	1307	533.32	.40		
Total	1311	540.53			

the $15,001 - $20,000 range perceived the program to be helping them with self-expression to a greater extent than did the other groups. The general trend was that the middle income group perceived the program assisting them with self-expression. This group is upwardly mobile and is in lower level positions, thereby giving an incentive to be more conversant. They see personality development as an aid to their job success.

Regarding the analysis by age group, two groups were significantly different from the others. Those individuals from 41-50 and 51-60 perceived the program as helping their self-expression to a greater extent than did the other groups. Table 3 also indicates the trend that older persons perceived more effect on their self-expression than did younger persons. If maturity implies a freedom of expression and more relaxed relationships with persons,

then ABE provides the vehicle for developing more positive responses toward others. Adding to the ability of self-expression is the result of gaining self-confidence through educational achievement.

Table 3

Analysis of Variance for Self-Expression by Age Group

Source	D.F.	S.S.	MS	F-ratio	F-prob.
Between Groups	5	12.07	2.41	5.87	.00001
Within Groups	1537	632.24	.41		
Total	1542	644.32			

Self-Concept

Students perceived the program as helping them to develop a more positive self-concept. The mean score on this subscale was 3.90, a positive perception that indicates that the students believed that the program assists in developing openness to change and new ideas. They saw it helping with the acceptance of self, personal refinement, and self-discipline, and increasing leadership abilities while maintaining stability. In general, their sense of self-fulfillment was increased through the program.

Table 4 shows the results by age group. Those individuals who were in the 41-50 and the 51-60 age groups perceived the program to be increasing their self-concept to a greater extent than did the other groups. The range shows a generalized trend that older persons perceived the increase in self-concept to a greater extent than did younger persons. Older adults have a more thorough understanding of others and use ABE classes for consciously developing self-concepts that will rank them more equally with peers who reflect confidence in themselves.

Table 4

Analysis of Variance for Self-Concept by Age

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	12.29	2.45	6.65	.00001
Within Groups	1535	567.05	.369		
Total	1540	579.35			

Length of time in program yielded significant differences in perceptions about self-concept. Table 5 indicates that those who had been in the program longer than 18 months were more positive about the effect of the program on increasing self-concept. The effect of the socialization factor in the education of adults is increased with time spent in achieving educational goals because learners begin to equate themselves with their more well-educated peers.

Table 5

Analysis of Variance for Self-Concept by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	14.46	2.89	7.81	.00001
Within Groups	1537	571.25	.37		
Total	1542	585.71			

Family Life

Two items related to the relationship between the individual and members of her or his family. A composite mean score of 3.70 indicates a positive perception about the program helping the individual to become more confident in familial relationships.

The analysis using demographic variables resulted in significant differences by last grade of school completed (Table 6), race (Table 7), age (Table 8), and length of time in program (Table 9). The data revealed that the lower the grade level of initial schooling, the higher the perceptions about the program impacting on family life. This suggests that those who had a lower level of initial education may have withdrawn from school before the emphasis on family relationships and their value were fostered and developed.

Table 6

Analysis of Variance for Family Life by Last Grade of School Completed

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	2	12.51	6.25	11.16	.00001
Within Groups	1548	876.88	.56		
Total	1550	889.40			

Orientals perceived the program to be improving their family life to a greater extent than did whites. This may suggest that Oriental values, which hold education and family relations in high esteem, help one to see the importance of the program elements. On the other hand, the Orientals may be placing strong emphasis on becoming mainstreamed into our society; thus, there is a tendency for them to see the good of the program more readily than do whites, who feel that they do not need to become educated about family relationships.

Table 7

Analysis of Variance for Family Life by Race

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	3	12.57	4.19	6.98	.0001
Within Groups	1588	955.60	.60		
Total	1591	968.17			

The 51-60 age group perceived the program as helping with family life to a greater extent than did the 18-25 age group. One may infer that the younger adult is in a period of seeking a mate, breaking ties with her/his parents, establishing a life of her/his own, and, therefore, permits individual needs to override the value of family life.

Table 8

Analysis of Variance for Family Life by Age

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	9.66	1.93	3.21	.0069
Within Groups	1537	925.79	.60		
Total	1542	935.46			

Length of time in the program was also significant in that those who had remained in the program 18 months or longer perceived the importance of the program impacting on their family life to a greater extent than did those who had been in the program 7-9 months. This may suggest that a longer period of time in the program permits more opportunities for it to have an effect on family life.

Table 9

Analysis of Variance for Family Life by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	28.05	5.61	9.37	.00001
Within Groups	1542	924.40	.599		
Total	1547	952.46			

Life in General

Six items were clustered around the variable of life in general. They stimulated the respondents to think about the program in relation to confidence about the future, gaining wisdom and insight about life, increasing home managment abilities, and developing better understandings to make more relevant choices about life. The respondents perceived the program to be providing these stimuli. A mean score of 3.99 indicates a positive perception on the part of the respondents.

Respondents who had been in the program 4-6 months were significantly different in their perceptions about life in general than were those who had been in the program 13-18 months (Table 10). This may suggest that, after the individual has made the decision to return to school, he/she begins to reassess her/his outlook on life. This could cause a more positive attitude to develop. On the other hand, time in the program could be creating new challenges and goals for an individual so that he/she perceives these to be more important than attitudes about life. If an individual does become more positive about life in general early in the program, it logically follows that he/she may establish new goals that are in the forefront of her/his thinking nine to twelve months later.

Table 10

Analysis of Variance For Life in General by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	3	8.46	1.69	4.27	.0007
Within Groups	1543	610.89	.39		
Total	1548	619.35			

There was a significant difference about life in general by income level (Table 11). Exploration of the data showed that those in the $15,001 - $20,000 income range held more positive perceptions than did those in the less than $5,000 income range. One may infer that lower income individuals may be seeking different goals from the program than are the higher income individuals. Those at the lower income level may be seeking skills and abilities to improve their salaries, while those in the middle income levels are seeking high school diplomas to improve their self-esteem.

Table 11

Analysis of Variance For Life in General by Income Level

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	4	6.38	1.59	3.98	.003
Within Groups	1306	523.54	.40		
Total	1310	529.93			

Leisure

For years, educators have recognized the value of wise use of leisure time. This recognition has stimulated several programmatic dimensions in teaching and learning situations at all developmental levels. Wide interest ranges and the ability to manage time more meaningful are goals for the education of both children and adults. The respondents viewed the ABE program as providing the elements to expand their interest range and to use their leisure time more meaningfully. The composite mean rating was 4.05 on the five-point scale.

The t-test comparison between males and females showed that males

perceived the program as helping expand their interest range and used their leisure time more effectively to a greater extent than did females. The analysis yielded a t-score of -5.85, which was significant beyond the .10 level of confidence. These data may suggest that after the male, who has traditionally been thought of as the breadwinner in our social value structure, reenters the schooling process as an adult, he begins to think in a wider range of values that permits leisure to become important. On the other hand, the female, who has traditionally been thought of as a homemaker and mother, may be reentering the schooling process to gain employable skills. If this is so, then she may place a higher value and perception on those elements of the program rather than on the leisure aspect.

The older adults, ages 51-60, perceived the program to be providing a wider range of interests and helping them to utilize their leisure time more effectively than did the 18-25 age group (Table 12). One may infer that wise use of leisure time becomes more important as one prepares for retirement. Program elements that contribute to this, logically, would be perceived to be more important for a person who is in this stage of life rather than for one who may be seeking skills to enter the work force for the first time.

Table 12

Analysis of Variance for Leisure by Age Classification

Source	D.F.	S.S.	MS	F-ratio	F-prob.
Between Groups	5	9.90	1.98	3.45	.00042
Within Groups	1535	881.00	.57		
Total	1540	890.90			

Table 13 shows a significant difference in perceptions by length of time in the program. Exploration of the data yielded no generalized trend. It

simply indicated that those who had been in the program 4-6 months perceived the program to be helping to develop wider interest ranges to a greater extent than did those who had been in the program 10-12 months.

Table 13

Analysis of Variance for Leisure by Length of Time in Program

Source	D.F.	S.S.	MS	F-ratio	F-prob.
Between Groups	5	6.98	1.39	2.43	.032
Within Groups	1542	883.44	.57		
Total	1547	890.42			

Relationships with Others

An individual is constantly communicating with another individual. He/she must be able to work with others, adjust to their lifestyles, respect their opinions, and realize that he/she has responsibilities to others. Educational programs should contain elements that help the individual develop the ability to form these relationships with others. The respondents perceived the ABE program to be developing these abilities. A mean score of 3.96 was obtained on this dimension.

Males perceived the program to be assisting them in developing better relationships with others than did females. The t-test values of -4.11 was significant beyond the .01 level of confidence.

The analysis of variance (Table 14) yielded a significant difference in relationships with others by the last grade in school completed; that is, the higher the last grade in school completed, the lower the mean perception. This indicates that those who left their initial schooling in the elementary years perceived the program to be helping them form better relationships with others than did those who left their initial schooling at the high school years. One

can infer that staying in school longer initially probably provided greater opportunity for the people to develop the attitudes and skills necessary to get along with others. Thus, they bring many of the attitudes and skills to the ABE program and do not need to glean them from it.

Table 14

Analysis of Variance for Relationships with Others
by Last Grade in School Completed

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	2	5.36	2.68	6.04	.0024
Within Groups	1548	687.10	.44		
Total	1550	692.46			

The analysis was significant by race (Table 15). Those who were classified as other (American Indians, Indians, etc.) perceived the program to be helping them more in relationships with others than did whites. This may indicate that the other group values the development of positive relationships as being very important as they are accepted and integrated into society.

Table 15

Analysis of Variance for Relationships with Others by Race

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	3	12.24	4.08	9.09	.00001
Within Groups	1587	712.21	.448		
Total	1590	724.45			

Age classification was a significant variable for relationships with others (Table 16). Those who were in the 51-60 age grouping were more positive

in their perceptions than were the 18-25 year group. Here, aging, older individuals may be more attuned to the necessity of getting along with people and creating lifelong friendships than are younger adults who are establishing themselves in their jobs, homes, and communities.

Table 16

Analysis of Variance for Relationship with Others by Age Classification

Source	D.F.	S.S.	MS	F-ratio	F-prob.
Between Groups	5	6.90	1.38	3.07	.0091
Within Groups	1536	689.27	.448		
Total	1541	696.13			

Table 17 shows that the length of the time in the ABE program was significant. Those who were in the program more than 18 months were different from those who were in the program 13-18 months. The data about length of stay in ABE suggests that the program can expect to retain most of the people approximately one year before they leave. Therefore, those in the 13-18 month group may be completing their goals and seeking to complete the study, whereas those who have been in the program longer than 18 months may have begun with greater deficiencies initially and may be those who withdrew from their initial schooling at an early age. If these assumptions are true, then it would be logical that they need to develop skills that will help them work with others, be more responsible with others, and adjust to different lifestyles and opinions of others.

Table 17

Analysis of Variance for Relationships with Others
by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	16.04	3.20	7.17	.00001
Within Groups	1540	689.13	.44		
Total	1545	705.18			

Society

A responsible citizen recognizes that there are obligations associated with constructive membership in our society. One must think about societal issues and problems and seek means of dealing with them if he/she is to realize her/his societal potential. Three items were related to the concept of society: (1) I realize that I have greater responsibility toward society, (2) my ability to think about societal problems has increased, and (3) my status in society has been improved. The respondents perceived that each of these had been positive as a result of participation in ABE. The mean score for these items was 3.83 on the five-point scale.

Males perceived the program helping them to a greater extent with the societal dimension than did females. The t-test value was -2.12, significant at the .002 level of confidence. Perhaps the societal studies unit, which was designed to develop societal skills and responsibilities, accounted for the overall positive mean scores. However, it is difficult to explain why the men perceived this to be helping them more than did the women unless the males realized that they must become more active in local politics, voting, school board issues, or more conversant about world affairs if they are to be constructive citizens in the community. They may also view this from a chauvanistic standpoint - a male responsibility.

The analysis by race indicated that the others perceived the societal dimension more positively than did whites (Table 18). Perhaps this can be attributed to the need for others to become functioning members in a white-oriented society. They vote, they become involved, they are receiving more education, and they are learning the language. These seem plausible reasons for viewing the ABE program in a very positive light.

Table 18

Analysis of Variance for Society by Race

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	3	11.37	3.79	7.56	.00001
Within Groups	1586	794.07	.50		
Total	1589	805.45			

Age classification analysis yielded a significant difference between the 51-60 age group and the 18-25 age group (Table 19). The literature suggests that individuals become more society oriented as they grow older; therefore, the younger adults who are seeking a vocation and a marriage partner, caring for young children, if married, and trying to buy the first home may not see the need for societal obligations to as great an extent as do members of the older group.

Table 19

Analysis of Variance for Society by Age Classification

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	5.78	1.15	2.28	.043
Within Groups	1536	776.78	.50		
Total	1541	782.57			

There was a significant difference of length of time in the program (Table 20). Those who had been in the program more than 18 months were different in their perceptions from those who had been in the program 10 12 months. Goal accomplishment, differences in objectives, and degree of remediation may explain this significant difference.

Table 20

Analysis of Variance for Society by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	9.05	1.81	3.58	.003
Within Groups	1541	779.23	.50		
Total	1546	788.29			

Findings

Several findings are evident from the data:

1. Leisure (4.05) ranked highest (Table 21) on the means of items defining quality of life, followed by life in general (3.99), and relationships with others (3.96). The mean average for all items was 3.92.

Table 21

Means of Items Defining Quality of Life

Item	Mean
Self-expression	3.93
Self concept	3.90
Family life	3.70
Life in general	3.99
Leisure	4.05
Relationships with others	3.96
Society	3.93
Mean Average	3.92

2. The ABE program is serving more females than males. The females comprised 67.9 percent of the student population sampled.
3. Whites comprised 81.5 percent of the student population sampled.
4. The majority of the student population sample (61.2 percent) had completed eight grades or more in its initial schooling.
5. Ninety percent of the sample had been enrolled in the program less than six months.
6. The sample was somewhat unequal when divided by employment status: 46.3 percent were employed and 53.7 percent were unemployed.
7. Most of the students sampled had incomes that are less than $10,000 per year. This group represented 82 percent of the sample.
8. Fifty-six percent of the sample was under 30 years of age, the largest percentage (40.2) was in the 18-25 age classification.
9. The respondents perceived the program to be helping them with self-expression. The longer an individual was in the program, the more positive he/she was regarding the program assisting with self-expression. Middle income groups, $15,001 - $20,000 per year, also perceived the program regarding self-expression to be more helpful than did other income groups. The same trend held regarding age; that is, older adults were more positive in their perceptions regarding self-expression than were younger adults.
10. Males, older adults, and those who had been in the program longer than 18 months perceived the program to be assisting them with self-concept development to a greater extent than did other groups.
11. Family life development by the ABE program was perceived to be significantly more positive by those who had their initial schooling only at the elementary level than did those who had remained longer

in school initially. Orientals and the 51-60 age also had significantly more positive perceptions about family life.

12. Those in the $15,001 - $20,000 income range held more positive perceptions about regard to life in general than did those whose income range was less than $5,000 per year.
13. Males and older adults perceived the program to be helping them use their leisure time more effectively. Those who had been in the program 4-6 months were significantly more positive than were those respondents who had been in the program 10-12 months.
14. Males, "others," older adults (51-60 age groups), and those who left school initially at the elementary level perceived the program to be significantly more positive about its fostering relationships with others. Additionally, those who had been in the program longer than 18 months saw the program fostering relationships with others to a greater extent than did those who had been in the program 13-18 months.
15. The respondents perceived the program as helping them build societal awareness. Older individuals and those who were in the program 18 months or longer held the most positive perceptions.

Conclusions and Recommendations

Four major conclusions were evident from the data:

1. The ABE program is having a positive impact on the quality of life of the individuals participating in the program. Quality of life was defined in terms of self-expression, self concept, family life, leisure, relationships with others, life in general, and society.
2. Males, older adults, and those who have been in the program longer tended to be more positive than other groups regarding the impact of

the program in improving the quality of life. These groups were significantly more positive on a majority of the dimensions.

3. Since older adults tended to be more positive in their perceptions about the variables measured than were the younger adults, it appears that some work is needed to help the young adult appreciate and value the ABE program.

4. ABE personnel (teachers and administrators) should review their curricula to see if needs of young adults are being met. Most of the respondents were under 30 and tended to stay in the program one year or less; therefore, the program may have only one attempt at remediation. If this is true, then a review of the curriculum is necessary to reassure ourselves that a relevant curriculum is being offered for all adults.